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ABSTRACT

Records from the quarterly collection of data on Australia's apprentices and trainees were matched with the annual data from vocational education and training providers (VET). The results provide information on the courses and modules undertaken as part of off-the-job training of apprentices and trainees who had a contract of training with an employer during 1997 and studied a Technical and Further Education (TAFE) course. These are the findings on course enrollment: they enrolled in an average of 1.2 courses, similar to that for all vocational education and training (VET) students; Australian Qualification Framework (AQF) level 3 or equivalent courses comprised the largest individual proportion of AQF course enrollments with 63.6 percent; male apprentices and trainees comprised 75.3 percent of all AQF and equivalent course enrollments; 49.3 percent enrolled in AQF and equivalent courses were aged 15-19; and major fields of study were engineering and surveying (37.1 percent), services, hospitality, and transportation (16.8), and architecture and building (15.6). These are the findings on module enrollment: they enrolled in an average of 11 modules, significantly more than the 6.7 for the general VET student population; they undertook an average of 298 hours of study; 65.6 percent undertook 200-540 hours of training, in contrast to 25.8 percent for all VET students; the major areas of learning were engineering and processing (30.1 percent), administration, business, economics, and law (13.4), built environment (12.4), and hospitality, tourism, and personal services (12.2); and 64.9 percent of module enrollments resulted in a successful module completion. (A glossary is appended.) (YLB)

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NCVER

AN OVERVIEW

Australian Apprentices and Trainees 1997: Apprentices and Trainees TAFE Courses

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FOREWORD

I am pleased to present a second completely new publication about Australia's apprentices and trainees. *Australian Apprentices and Trainees 1997: Apprentice and Trainee TAFE Courses* provides more detailed information than has previously been available about the courses undertaken by apprentices and trainees to fulfil the off-the-job component of their training contract with an employer.

This publication is a companion volume to *Australian Apprentices and Trainees 1997: Apprentices and Trainees at TAFE*, which provided detailed information about the demographic characteristics of Australia's apprentices and trainees.

Both publications are products of an ongoing project being undertaken by the NCVER to enhance the range and scope of published apprentice and trainee information. Further publications on other aspects of apprentice and trainee training, including longer-term trends, will follow during 1999.

The training of apprentices and trainees makes a significant contribution to skills formation in the Australian workforce. An apprenticeship or traineeship involves a combination of on-the-job training while in paid employment and off-the-job training undertaken with a vocational education and training provider. Consequently, information about the training undertaken by apprentices and trainees is obtained from two sources, firstly, the quarterly collection of apprentice and trainee data, and secondly, the annual collection of data from vocational education and training providers.

However, the standard under which these data are collected (AVETMISS, the Australian Vocational Education and Training Management Information and Statistical Standard) does not as yet require a linking identifier for apprentices and trainees who appear in the two data collections. Consequently, until now it was not possible to identify apprentices and trainees in the data submitted by training providers.

The NCVER has recently developed a methodology which overcomes this problem. For any given year it allows the identification of matching records in the training provider data for a significant proportion of apprentices and trainees. As a result, quite detailed information about the off-the-job training courses undertaken by apprentices and trainees is now available. The technical details of the matching are given in the appendix.

The data used for this publication is a large sample (just over 119 000) of the apprentices and trainees who were in training during 1997. Because it is a sample, albeit a large one, the figures presented may differ from those previously published. I invite readers to contact the NCVER for further clarification if required.

I am particularly pleased that the NCVER has been able to effect this important advance in apprentice and trainee reporting without placing any additional burden on State and Territory training authorities, employers or on training providers.

Chris Robinson

Managing Director

NCVER Ltd

Related publications

Australian Training Statistics: Annual Statistics 1996/97

Australian Apprentice and Trainee Statistics: Annual Statistics 1997/98

Australian Apprentice and Trainee Statistics: Apprentices and Trainees in Australia 1985 to 1997

Australian Vocational Education and Training Statistics 1997: In detail

Australian Vocational Education and Training Statistics 1997: An overview

Australian Vocational Education and Training TAFE Graduate Destination Survey 1998: National report

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PREFACE

Introduction

This publication is about apprentices and trainees who had a contract of training with an employer during 1997 and who studied with a Technical and Further Education (TAFE) provider[1]. In particular, it provides information relating to the courses and modules undertaken as part of their off-the-job training.

An apprenticeship or traineeship involves a combination of experiential and formal learning. The former is gained through supervised on-the-job training while in paid employment, the latter through off-the-job training undertaken with a vocational education and training (VET) provider. Before 1998 virtually all off-the-job training was delivered by technical and further education (TAFE) institutes. Traditionally, apprenticeships were of four years duration with apprentices spending 80% of their time with their employer and 20% at a technical and further education provider. Traineeships were generally much shorter, typically one year, but followed the same pattern of on- and off-the-job training.

The implementation of New Apprenticeships from the beginning of 1998 introduced greater flexibility by providing for variation in the duration of training, different mixes of experiential and formal learning, and a choice of training provider for the off-the-job component. In addition, the New Apprenticeship arrangements have formally abolished the distinction between apprenticeships and traineeships. The Australian National Training Authority and the Commonwealth expect the new arrangements to change the structure of training programs and the patterns of participation, and to create new and more varied training opportunities, particularly for young people[2].

Consequently, 1997 is an important benchmark year for New Apprenticeships as it is the last year in which traditional apprenticeship arrangements and the more recent traineeship arrangements were in effect.

Scope

For this publication, records from the quarterly collection of apprentice and trainee data have been matched with data from the annual collection of data from VET providers. As a result, detailed information about the courses and modules (subjects) undertaken by apprentices and trainees is now available. Details of the matching process are provided in the appendix. Data from the 1998 survey of TAFE graduates who completed a longer VET course in 1997, including apprentices and trainees, have also been used. The survey collected data from 1997 TAFE graduates who had completed a course of more than 200 hours and more than one semester in duration. Among the 66 000 respondents, 8 850 indicated they were employed in an apprenticeship or traineeship.

For the purpose of this publication, apprentices and trainees who were involved in a contract of training with an employer at the end of any given quarter during 1997 were considered. Of these, 119 194 were identified in the 1997 collection of data from VET providers. It is important to note that this is a subset (approximately one third) of apprentices and trainees who were in training at any time during 1997. It is also important to note that apprentices and trainees comprise a minority (about 20% in any given year) of those who undertake vocational education and training with providers in receipt of public funds.

It would be wrong to expect all apprentices and trainees in training at the end of each quarter during 1997 to be undertaking formal training with a VET provider in 1997, or to be identified. In particular:

- In the final year of their indenture many traditional apprentices have completed the off-the-job component of their training program and are no longer required to undertake a course with a VET provider.
- Many apprentices and trainees who start their contract of training part way through a year are unable to begin their off-the-job training with a VET provider until the beginning of the following year.
- Limitations in the data matching procedure used by NCVER, and in the available data, though generally minor, may prevent the identification of matching records in the VET provider and apprentice and trainee data collections for some individuals.

As a result, this publication does not relate to all apprentices and trainees in training during 1997 who were undertaking formal training with a VET provider. Nevertheless, the apprentices and trainees for whom matched data are available provide a large and reliable sample, with relatively small amounts of missing data. Where there is missing or invalid information in one collection it can often be obtained from the other and as a result, a much more complete set of information about apprentices and trainees is available for analysis.

[1] *'TAFE' here includes private providers who accounted for 9.2% of apprentices and trainees in the data.*

[2] *Kemp, Dr D. 1998, 'The VET market', in,* The Market for Vocational Education and Training, *NCVER, Adelaide.*

KEY FINDINGS

The findings presented here are based on data matched between NCVER is apprentice and trainee data collection and the 1997 national VET provider data collection. It should be noted that this matching process only considered those apprentices and trainees in Australia who were involved in a contract of training with an employer at the end of any given quarter. As a result, the number of apprentices and trainees analysed represents about one third of all apprentices and trainees who were in training at any time during 1997.

For the 1997 apprentices and trainees who enrolled with a technical and further education provider during 1997 we find that:

- The profile of apprentices and trainees studying with a technical and further education provider is markedly different from that for the general VET population, with 47.7% aged 15 to 19 years and 23.2% being female. This compares with 19.9% aged 15 to 19 years and 48.1% female for the general VET population.
- 1.4% of the Australian population were involved in an apprenticeship or traineeship with participation among males (2.2%) much higher than among females (0.6%). Participation in apprenticeships and traineeships is highest in the 15 to 19 year age group with 6.0% of 15 to 19 year olds undertaking an apprenticeship or traineeship. This contrasts to 5.2% of 20 to 24 year olds, 4.9% of 25 to 29 year olds, and 0.1% of 30 to 64 year olds.

Course enrolment details

- Apprentices and trainees enrolled in an average of 1.2 courses, similar to that for all VET students. It should be noted that in some States and Territories, apprentices and trainees are required to enrol in more than one course to fulfil the requirements of their off-the-job training.
- 74.3% of apprentice and trainee enrolments were in AQF or equivalent courses compared with 56.8% of all VET student enrolments. It is understood that most of the remaining apprentice and trainee enrolments were in shorter courses which will eventually articulate to a full AQF qualification. It should be noted that some apprentices and trainees formally enrol in more than one course to enable them to access preparatory, supplementary or support programs, or to undertake training in generic skills areas relevant to their main course. Some of these additional courses do not, by themselves, lead to an AQF or equivalent level qualification.
- AQF level III or equivalent courses comprised the largest individual proportion of AQF course enrolments with 63.6%. It is estimated that up to 80% of enrolments in AQF or equivalent courses were at AQF level III or higher[1].
- Male apprentices and trainees comprised 75.3% of all AQF and equivalent course enrolments. The proportion of males enrolled in AQF level III or equivalent courses was even higher at 82.1%.
- 49.3% of apprentices and trainees enrolled in AQF and equivalent courses were aged between 15 and 19 years of age. Enrolments in AQF level I courses had the highest incidence (63.7%) of apprentices and trainees in the 15 to 19 year age group while enrolments in AQF level IV or equivalent courses had the lowest (29.6%). 51.6% of enrolments in AQF level III or equivalent courses by apprentices and trainees were aged 15 to 19 years.
- The major fields of study being undertaken by apprentices and trainees were engineering and surveying (37.1% of course enrolments), services, hospitality and transportation (16.8% of course enrolments) and architecture and building (15.6% of course enrolments). Conversely, several fields of study had relatively small numbers of enrolments. These included veterinary science and animal care (less than 0.1% of course enrolments) and law and legal studies (0.7% of course enrolments).
- 13% of all apprentice and trainee enrolments were in AQF level I or level II courses. It is interesting to note that the proportion of enrolments in AQF level I and level II courses were much higher than this for the majority of study fields. For example, 32.7% of enrolments in veterinary science and animal care, 29.5% of enrolments in science and 29.4% of enrolments in land and marine resources were in AQF level I and II courses. On the other hand, only 2.8% of enrolments in law and legal studies, 4.5% of enrolments in architecture and building, and 5.1% of enrolments in engineering and surveying were in AQF level I and II courses.

[1] *It should be noted that the AQF distribution for apprentices and trainees enrolled at TAFE may differ from that for all apprentices and trainees who have entered into a contract of training.*

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Module enrolment details

- Apprentices and trainees enrolled in an average of 11 modules. This is significantly more than the 6.7 modules for the general VET student population. It should be noted that the general VET student population includes many students undertaking VET on a part-time basis or undertaking very short courses.
- Excluding students who enrol for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements, apprentices and trainees undertook an average of 298 hours of study in 1997. This compares with an average of 198 hours of study for students in all VET programs in 1997.
- In 1997, 13.0% of apprentices and trainees undertook one or two modules in contrast to 46.1% for all VET students, 49.6% undertook 3 to 10 modules in contrast to 34.0% for all VET and 37.0% undertook 11 or more modules in contrast to 19.2% for all VET. This again highlights that on average, apprentices and trainees undertake more modules than general VET students.
- In 1997, 6.8% of apprentices and trainees enrolled in less than 50 hours of training in contrast to 35.1% for all VET students whilst 65.6% enrolled undertook 200 to 540 hours of training in contrast to 25.8% for all VET students. Also, 7.6% of apprentices and trainees enrolled in more than 540 hours of training in contrast to 9.5% for all VET students.
- The major areas of learning undertaken by apprentices and trainees were engineering and processing (30.1% of module enrolments), administration, business, economics and law (13.4% of module enrolments), built environment (12.4% of module enrolments) and hospitality, tourism and personal services (12.2% of module enrolments). Conversely, social studies modules comprised only 0.3% of module enrolments while module enrolments in education and visual/performing arts each comprised 0.6%.
- 64.9% of module enrolments resulted in a successful module completion. This is made up of 62.4% of module enrolments being reported as 'student assessed - passed', and 2.5% of module enrolments being reported as 'student not assessed - satisfactory completion of class hours'
- Completion and non-completion rates for apprentices and trainees did not appear to differ markedly from that for the general VET student population.

BACKGROUND

The information presented here is based on data matched between NCVER's apprentice and trainee data collection and the 1997 national VET provider data collection. It should be noted that this matching process only considered those apprentices and trainees in Australia who were involved in a contract of training with an employer at the end of any given quarter. As a result, the number of apprentices and trainees analysed represents about one third of all apprentices and trainees who were in training at any time during 1997.

Profile and participation rates for apprentices and trainees studying with a technical and further education provider

The age and sex distribution for the Australian population together with the participation rates for apprentices and trainees studying with a technical and further education provider and the general VET population (table 1) shows that:

- 1.4% of the Australian population aged 15 to 64 were involved in an apprenticeship or traineeship at 30 June 1997. This compares with 11.8% for VET as a whole, for which apprentices and trainees are a sub-group.
- Males (2.2%) had a higher rate of participation in apprenticeships and traineeships than females (0.6%). This trend was the same for VET as a whole; however, the rates of participation are much more similar.
- Rates of participation in apprenticeships and traineeships were highest in the younger age groups with 6.0% of 15 to 19 year olds involved in an apprenticeship or traineeship compared with only 0.1 % of people aged 40 years or more.

Table 1: 1997 participation rates (15-64 years) by age and sex

	Age					Sex		
	15-19	20-24	25-39	40-64	Total	Males	Females	Total
Australian population[1] (row %)	10.5	11.1	35.3	43.2	100.0	50.4	49.6	100.0
Apprentices and trainees	47.7	36.9	11.4	4.1	100.0	76.8	23.2	100.0
Participation rate	6.0	5.2	4.9	0.1	1.4	2.2	0.6	1.4
VET students[2]	20.2	18.2	36.1	25.5	100.0	51.9	48.1	100.0
Participation rate	20.2	17.2	10.7	6.2	11.8	11.8	11.0	11.8

[1] *Derived from ABS Cat no 3201.0.*
[2] *Students aged 15 to 64 only.*

The comparison between the age and sex distribution for the Australian population and that for apprentices and trainees (figure 1) immediately highlights the dominance of males and people aged 15 to 24 years in the apprentice and trainee sector. This is well known as traditional apprenticeships have generally attracted males aged 15 to 24. However, with the growth in traineeships, the traditional age/sex profile is changing and one can expect to see a gradual change in the profile of apprentices and trainees towards that of the general population in the coming years.

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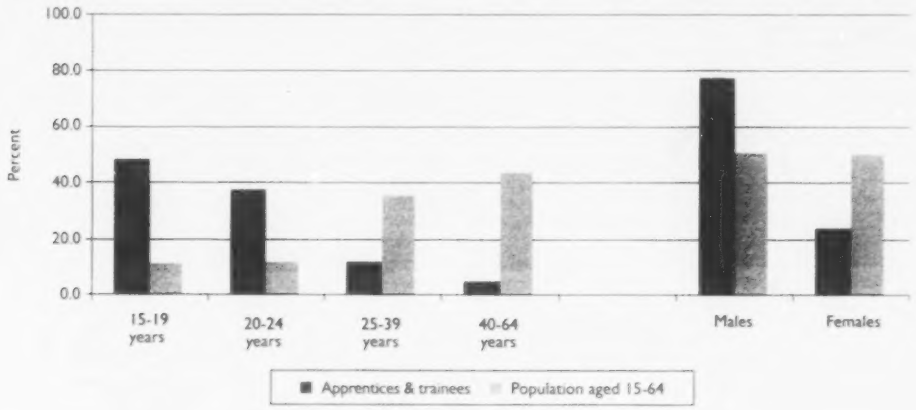
Figure 1: Age and sex profiles for apprentices and trainees, and the Australian population aged 15-64



Comparison with VET student groups

Apprentices and trainees studying with a technical and further education provider are a subset of the total population of VET students. The age and sex profiles for apprentices and trainees studying with a technical and further education provider in 1997 and those from the general population of 1997 VET students are provided in table 2.

It is particularly interesting to note how different the profile of apprentices and trainees studying with a technical and further education provider is to that for the general VET student population. Whereas females comprise 48.1% of the VET student population, they comprise only 23.2% of apprentices and trainees. This again highlights the dominance of males in the sector. Although recent figures indicate the proportion of female in apprentices and trainees is increasing, it still has a long way to go before catching up to that for the general VET student population.

The age profile of apprentices and trainees studying with a technical and further education provider in 1997 also differs markedly from the general VET student population. Whereas 47.7% of apprentices and trainees were aged 15 to 19, only 19.9% of the general VET student population were of similar age. This is a result of the large number of young people undertaking traditional trades. On the other hand, 60.5% of the VET student population is aged 25 or more compared with only 15.5% of apprentices and trainees.

Table 2: Age and sex profiles of apprentices and trainees, and VET students

	1997 apprentices and trainees	1997 VET students[1]
AGE		
15-19 years	47.7	19.9
20-24 years	36.9	17.9
25-39 years	11.4	35.4
40-64 years	4.1	25.1
Other years	0.0	1.7
Total	**100.0**	**100.0**
SEX		
Male	76.8	51.9
Female	23.2	48.1
Total	**100.0**	**100.0**
Number ('000)	123.23	1458.60

[1]*includes apprentices and trainees studying with a VET provider.*

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COURSE ENROLMENTS

The findings presented here are based on data matched between NCVER's apprentice and trainee data collection and the 1997 national VET provider data collection. It should be noted that this matching process only considered those apprentices and trainees in Australia who were involved in a contract of training with an employer at the end of any given quarter. As a result, the number of apprentices and trainees analysed represents about one third of all apprentices and trainees who were in training at any time during 1997.

Qualification level

Table 3 provides information on course enrolments for apprentices and trainees studying with a technical and further education provider together with the general VET population according to the level of qualification.

- 74.3% of apprentice and trainee course enrolments were in AQF and equivalent courses. This is significantly higher than for VET students, where 56.8% enrolled in AQF and equivalent courses. It is understood that most of the remaining apprentices and trainees were undertaking shorter courses which will eventually articulate to a full AQF qualification. It should be noted that some apprentices and trainees formally enrol in more than one course to enable them to access preparatory, supplementary or support programs, or to undertake training in generic skills areas relevant to their main course. Some of these additional courses do not, by themselves, lead to an AQF or equivalent level qualification.
- The apprentices and trainees studying with a technical and further education provider had a total of 149 500 course enrolments indicating that on average, an apprentice or trainee enrols in an average of 1.2 courses. This is similar to that for VET where students enrol in an average of 1.3 courses. It should be noted that in some States and Territories, apprentices and trainees undertake more than one course (for example, a sequence of one year courses) to fulfil the requirements of their off-the-job training.

Table 3: Course enrolments

	AQF and equivalent courses	Other courses	Total courses
Apprentices and Trainees			
Number ('000)	111.03	38.47	149.50
Percentage	74.3	25.7	100.0
VET			
Number ('000)	1047.41	796.83	1844.24
Percentage	56.8	43.2	100.0

Course enrolments: Because some students enrol in more than one course, the number of course enrolments is greater than the number of individual students.

Detailed information on AQF and equivalent course enrolments for apprentices and trainees studying with a technical and further education provider (table 4) shows that:

- AQF level III (e.g. trade certificate) or equivalent course enrolments comprised the largest individual proportion of AQF and equivalent course enrolments with 63.6%. It is estimated that up to 80% of enrolments in AQF or equivalent courses were at AQF level III or higher[1].
- Male apprentices and trainees comprised 75.3% of all AQF and equivalent course enrolments. The proportion of males enrolled in AQF level III or equivalent courses was even higher at 82.1%. On the other hand, although females comprise 24.7% of AQF and equivalent course enrolments, the proportion of females enrolled in AQF level I and II courses was much higher at 30.5% and 42.8% respectively. The proportion of female apprentices and trainees enrolled in other certificates was 39.2% and 32.1% in diplomas or above.

[1] *It should be noted that the AQF distribution for apprentices and trainees enrolled at TAFE may differ from that for all apprentices and trainees who have entered into a contract of training.*

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- 49.3% of apprentices and trainees enrolled in AQF and equivalent courses were aged between 15 and 19 years of age. Enrolments in AQF level I courses had the highest incidence (63.7%) of apprentices and trainees in the 15 to 19 year age group while enrolments in AQF level IV or equivalent (eg advanced certificates) courses had the lowest (29.6%). 51.6% of enrolments in AQF level III or equivalent courses were aged 15 to 19 years.
- Enrolments in AQF level III or equivalent courses had a much lower proportion of older people aged 25 years or higher (11.5%) than in other AQF and equivalent courses. AQF level II course enrolments had the highest proportion of apprentices and trainees aged 25 years or higher with 27.2%.

Table 4: Apprentice and trainee enrolments in AQF or equivalent courses

	AQF level I	AQF level II	AQF level III or equivalent	AQF level IV or equivalent	Other certificates	AQF Diploma or above	Total AQF and equivalent courses
AGE							
15-19 years	63.7	47.1	51.6	29.6	52.1	34.9	49.3
20-24 years	20.5	25.7	36.9	50.8	29.4	46.8	35.4
25-39 years	11.6	18.7	8.4	15.0	14.7	14.8	11.2
40-64	4.1	8.5	3.1	4.6	3.8	3.5	4.1
Other	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
SEX							
Male	69.5	57.2	82.1	75.7	60.8	67.9	75.3
Female	30.5	42.8	17.9	24.3	39.2	32.1	24.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Number ('000)	3.16	16.30	70.61	6.67	9.59	4.71	111.03
Percentage of total	2.8	14.7	63.6	6.0	8.6	4.2	100.0

Further information is available from the 1998 Graduate Destination Survey.

The TAFE course completed by apprentice and trainee respondents is part of the off-the-job component of their training, in most cases the final part. For the vast majority of apprenticeships and traineeships, the TAFE course component was at AQF level III or equivalent or higher (90.6%). It should be noted however, that the Graduate Destination Surveys only include students whose course has been at least 200 hours or one semester in duration.

Table 5: Apprentice and trainee TAFE graduates[1]

	1997 apprentice and trainee TAFE graduates
	per cent
AQF certificate II or lower (or equivalent)	9.4
AQF certificate III or higher (or equivalent)	90.6
Total	100.0
Number ('000)	8.88

Source: 1998 Graduate Destination Survey

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Field of study

The major fields of study undertaken by apprentices and trainees in 1997 (table 6) were engineering and surveying (37.1% of course enrolments), services, hospitality and transportation (16.8% of course enrolments) and architecture and building (15.6% of course enrolments). These three fields comprised 69.5% of course enrolments. Conversely, several courses of study had relatively small numbers of apprentice and trainee enrolments. These included veterinary science and animal care (less than 0.1% of course enrolments) and law and legal studies (0.7% of course enrolments).

The profile for VET students is somewhat different with a greater proportion of enrolments being in business, administration and economics courses and VET multi-field education courses. This last field is an important area of VET activity as it includes many general and preparatory courses which provide a foundation for further study in more specifically vocational fields. The 7.9% of apprentices and trainees who enrolled in this field were likely to be undertaking courses which eventually lead to a full AQF qualification.

Table 6: Course enrolments by field of study

Field of study	1997 apprentices and trainees (%)	1997 VET students[1] (%)
Land and marine resources	5.0	5.5
Architecture, building	15.6	5.0
Arts, humanities and social sciences	1.0	7.4
Business, administration, economics	8.9	20.2
Education	1.4	2.4
Engineering, surveying	37.1	14.0
Health, community services	4.4	8.4
Law, legal studies	0.7	0.6
Science	1.1	7.4
Veterinary science, animal care	0.0	0.1
Services, hospitality, transportation	16.8	10.2
VET multi-field education	7.9	18.8
Total	**100.0**	**100.0**
Number ('000)	149.50	1844.24

[1] *includes apprentices and trainees studying with a VET provider.*

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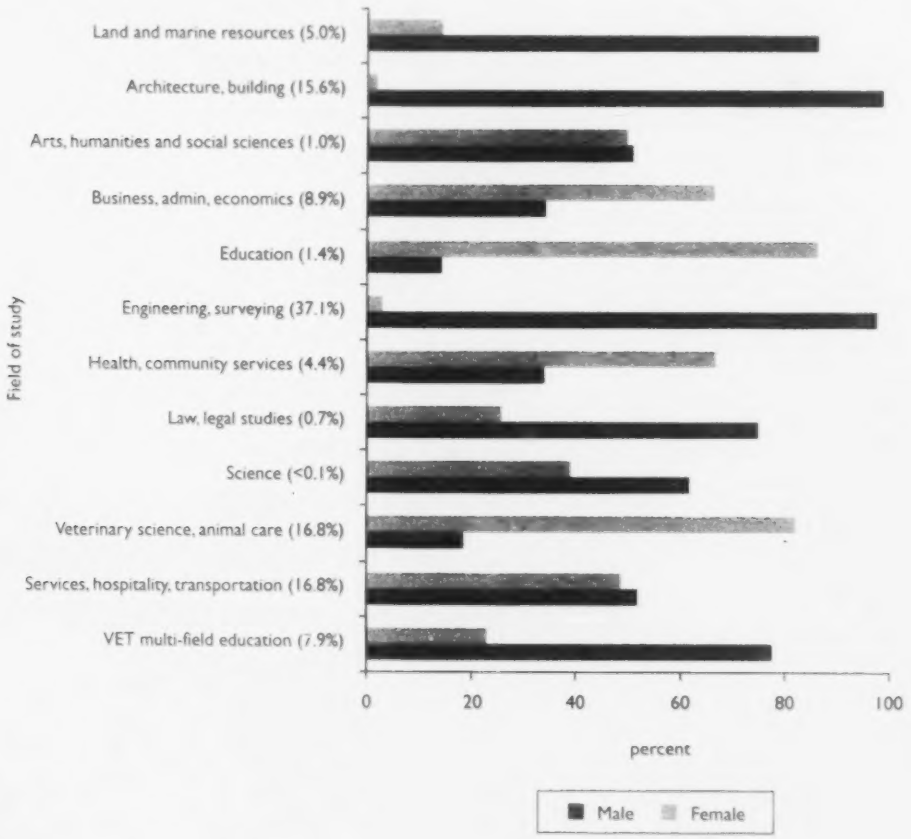
The breakdown of apprentice and trainee enrolments by various fields of study by sex (figure 2) shows the dominance of male apprentices and trainees in several fields. These include:

- engineering and surveying courses (97.3% of enrolments being male)
- architecture and building courses (98.4% male)
- land and marine resources courses (86.1% male)
- VET multi-field education courses (77.3% male)
- law and legal studies courses (74.5% male)
- science courses (61.4% male)

On the other hand, females dominated apprentice and trainee enrolments in:

- education courses (85.9% of enrolments being female)
- veterinary science and animal care courses (81.8% female)
- health and community services courses (66.5% female)
- business, administration and economics courses(66.1% female)

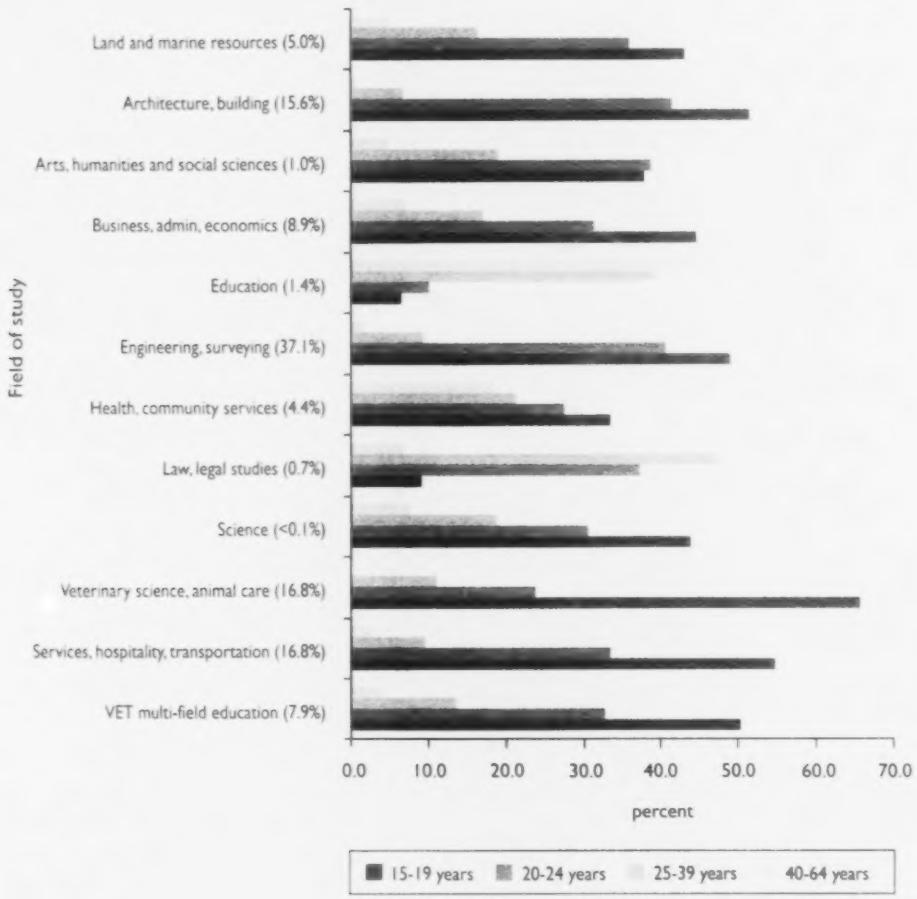
Figure 2: Course enrolments; field of study by sex



The breakdown of apprentice and trainee enrolments by various fields of study by age (figure 3) shows that enrolments in most fields of study were dominated by apprentices and trainees aged 15 to 24 years however there was some movement away from this trend. In particular:

- only 16.5% of apprentices and trainees enrolling in education courses were aged 15 to 24 years
- 46.0% enrolling in law and legal studies were aged 15 to 24 years.

Figure 3: Course enrolments: field of study by age



Field of study by qualification level

When looking at the breakdown of course enrolments by field of study and by qualification level (table 7), we see the following:

- Although 13% of all apprentice and trainee enrolments were in AQF level I or level II courses, the majority of study fields comprised much higher enrolment proportions in AQF level I and Level II courses.
- 32.7% of enrolments in veterinary science and animal care were in AQF level I and II courses, 29.5% in science and 29.4% in land and marine resources. This is in contrast to only 2.8% of enrolments in law and legal studies, 4.5% in architecture and building, and 5.1% in engineering and surveying.
- 79.6% of enrolments in VET multi-field education courses appear to be in non-AQF or equivalent courses and 11.6% in other certificates. It is understood that the majority of these apprentices and trainees were undertaking shorter courses which will eventually articulate to a full AQF or equivalent qualifications.

Table 7: Course enrolments by field of study by qualification

	AQF Level I	AQF Level II	AQF Level III or equiv.	AQF Level IV or equiv.	Other certificates	AQF Diploma or above	Other courses	Number ('000)	% of total course enrolments
Land and marine resources	1.0	28.4	28.8	2.9	5.9	1.0	31.9	**7.54**	5.0
Architecture, building	1.0	3.5	63.6	5.9	1.6	1.9	22.6	**23.32**	15.6
Arts, humanities and social sciences	3.1	24.6	21.1	11.7	10.1	13.6	15.8	**1.52**	1.0
Business, administration, economics	2.2	21.3	18.0	10.4	20.7	10.7	16.7	**13.32**	8.9
Education	0.1	10.5	66.9	4.3	0.2	0.2	17.7	**2.07**	1.4
Engineering, surveying	2.1	3.0	60.8	4.2	4.7	3.1	22.2	**55.50**	37.1
Health, community services	3.5	20.3	34.4	5.8	6.2	4.9	25.0	**6.54**	4.4
Law, legal studies	0.0	2.8	82.1	0.5	1.0	9.0	4.6	**0.99**	0.7
Science	1.0	28.5	20.1	6.8	2.8	12.7	28.1	**1.68**	1.1
Veterinary science, animal care	0.0	32.7	12.7	12.7	30.9	1.8	9.1	**0.06**	0.0
Services, hospitality, transportation	3.0	23.6	49.0	2.1	5.6	0.9	16.0	**25.08**	16.8
VET multi-field education	3.1	4.3	0.6	0.6	11.6	0.0	79.6	**11.88**	7.9
Total course enrolments	2.1	10.9	47.2	4.5	6.4	3.1	25.7	**149.50**	100.0

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MODULE ENROLMENTS

The findings presented here are based on data matched between NCVER's apprentice and trainee data collection and the 1997 national VET provider data collection. It should be noted that this matching process only considered those apprentices and trainees in Australia who were involved in a contract of training with an employer at the end of any given quarter. As a result, the number of apprentices and trainees analysed represents about one third of all apprentices and trainees who were in training at any time during 1997.

Off-the-job training load

The apprentices and trainees studying with a technical and further education provider enrolled in a total of 1 317 830 modules or subjects during 1997. This indicates that on average, each apprentice or trainee enrols in an average of 11 modules which is significantly more than the average of 6.7 modules that general VET students enrolled in during 1997.

An important feature of participation in VET programs is the relatively large number of students who enrol in relatively few modules or undertake a relatively small number of hours of training in a year. Table 7 provides information on the number of modules which apprentices and trainees studying with a technical and further education provider enrolled in during 1997 together with that for the general VET population. It is clear from this table that the situation for apprentices and trainees is markedly different from that for VET students.

Looking at the number of modules in which students enrolled in 1997 (table 8), we see the following:

- 13.0% of apprentices and trainees undertook one or two modules in contrast to 46.1% for all VET students
- 49.6% of apprentices and trainees enrolled in 3 to 10 modules in contrast to 34.0% for all VET students
- 37.0% of apprentices and trainees undertook 11 or more modules in contrast to 19.2% for all VET students.

Table 8: Number of modules in which enrolled

	1997 apprentices and trainees (%)	1997 VET Students[1] (%)
1 to 2 modules	13.0	46.1
3 to 4 modules	9.1	13.0
5 to 7 modules	15.2	11.6
8 to 10 modules	25.3	9.4
11 to 15 modules	17.9	8.1
16 or more modules	19.1	11.1
RPL/Credit transfer only clients[2]	0.4	0.7
Total (%)	**100.0**	**100.0**
Total students ('000)	119.29	1458.6

[1] *includes apprentices and trainees studying with a VET provider.*

[2] *It should be noted that each year a small number of students enrol with VET providers for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements and undertake no other training. This group accounted for 0.7% of VET students and 0.4% of apprentices and trainees studying with technical and further education providers in 1997.*

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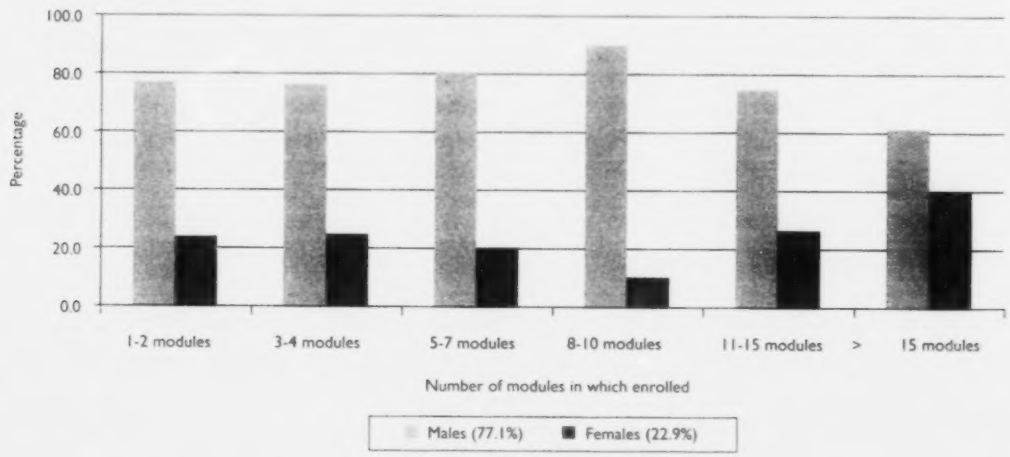
The breakdown of modules enrolled by males and females (figure 4) shows the following:

- Although males comprised 77.1% of apprentices and trainees during 1997, there was a particularly high proportion of males enrolling in 8 to 10 modules (90.0%). These were most likely students involved in traditional apprenticeships.
- The proportion of females enrolling in 16 or more modules (39.7%) is much higher than the overall proportion of female apprentices and trainees (22.9%).

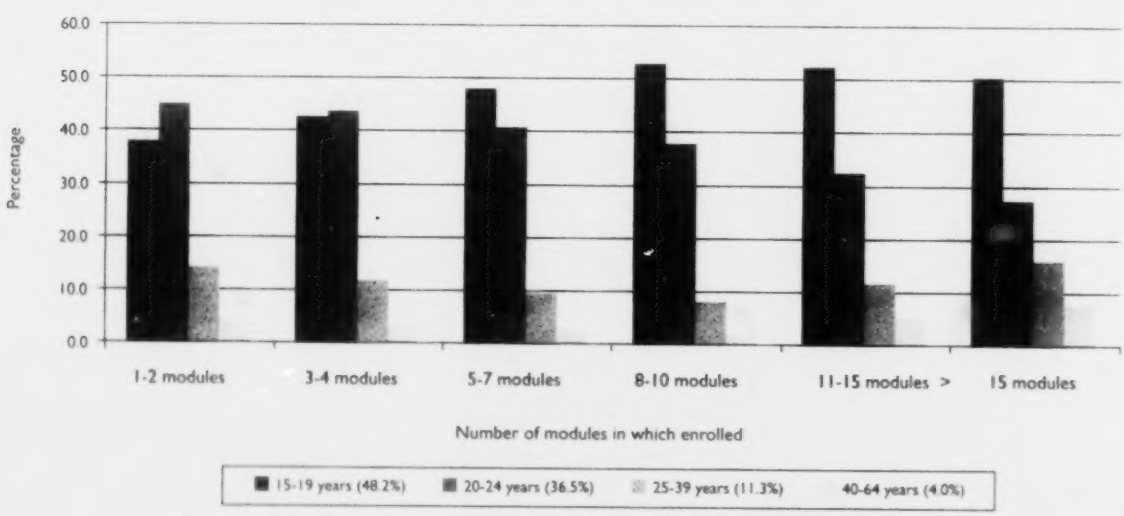
Figure 4: Number of module enrolments by sex



The breakdown of modules enrolled by age (figure 5) shows the following:

- Although students aged 15 to 19 years comprised 48.2%% of all apprentice and trainees in 1997, a considerably lower proportion enrolled in 4 modules or less (37.4% enrolled in 1 to 2 modules and 42.3% enrolled in 3 to 4 modules). Conversely, the proportion of apprentices and trainees aged 15 to 19 years who enrolled in 8 to 10 modules (52.6%) was higher. Again, these were most likely students involved in traditional apprenticeships.
- While apprentices and trainees aged 25 years or more comprised 15.3% of apprentices and trainees. It is interesting to note that the proportion of these students enrolling in 16 or more modules was much higher (22.9%). The reasons for this phenomenon are are yet unknown.

Figure 5: Number of module enrolments by age



Excluding those apprentices and trainees who only enrolled for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements, apprentices and trainees undertook an average of 298 hours of study in 1997. This contrasts to an average of 198 hours of study for students in VET programs in 1997.

Information on the hours of training undertaken by apprentices and trainees studying with a technical and further education provider during 1997 (table 9) shows the following:

- 65.6% of apprentices and trainees undertook 200 to 540 hours of training. This contrasts to 25.8% for VET students.
- 6.8% of apprentices and trainees enrolled in less than 50 hours of training. By contrast, 35.1% of all VET students enrolled in less than 50 hours.
- 7.6% of apprentices and trainees enrolled in more than 540 hours of training in contrast to 9.5% for VET students.

Table 9: Formal training undertaken

Annual hours of student module enrolments	1997 apprentices and trainees (%)	1997 VET Students[1] (%)
Less then 50 hours	6.8	35.1
50 to 99 hours	5.9	13.5
100 to 199 hours	13.7	15.3
200 to 540 hours	65.6	25.8
Greater than 540 hours	7.6	9.5
RPL/credit transfer only students[2]	0.4	0.7
Total (%)	**100.0**	**100.0**
Total students ('000)	119.29	1458.6

[1] *includes apprentices and trainees studying with a VET provider.*

[2] *It should be noted that each year a small number of students enrol with VET providers for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements and undertake no other training. This group accounted for 0.7% of VET students and 0.4% of apprentices and trainees studying with technical and further education providers in 1997.*

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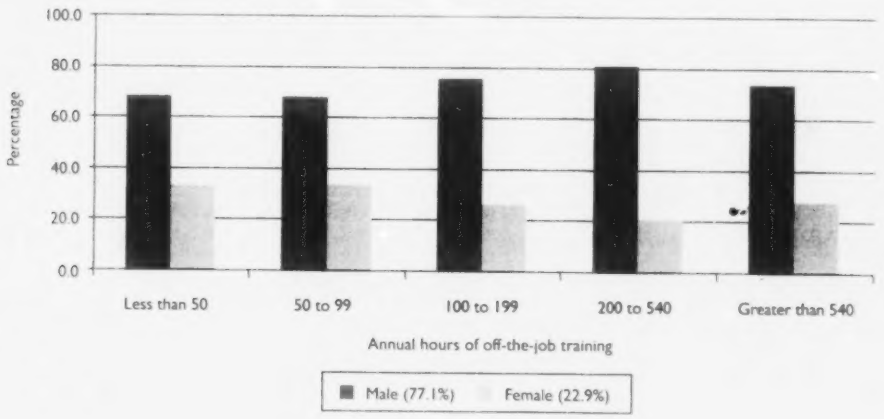
The breakdown of hours of off-the-job training by sex (figure 6) shows the following:.

- Although males comprised 77.6% of apprentices and trainees during 1997, a higher proportion of undertook 200 to 540 hours of training (80.0%). Once again, these were most likely students involved in traditional apprenticeships.
- Only the proportion of female apprentices and trainees who undertook 200 to 540 (20.0%) was lower than the overall proportion of female apprentices and trainees (22.9%), and then only slightly (by 2.9 percentage points).

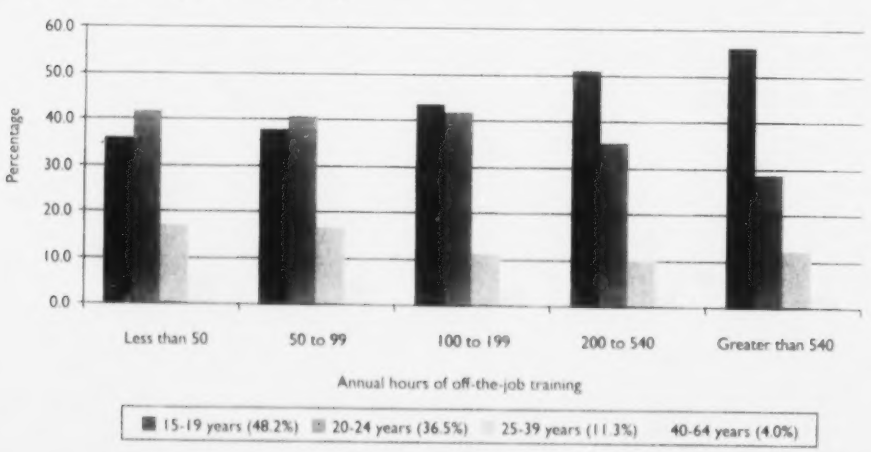
Figure 6: Off-the-job training by sex



The breakdown of hours of off-the-job training by age (figure 7) shows the following:

- Apprentices and trainees aged 15 to 19 enrolled in more off-the-job training than other age groups.
- Although students aged 15 to 19 years comprised 48.2% of apprentices and trainees studying with a technical and further education provider during 1997, 50.7% of those undertaking 200 to 540 hours of training were aged 15 to 19 years and 56.0% of those undertaking greater than 540 hours were aged 15 to 19 years.
- The converse occurred in the 20 to 24 year age group, where the proportion of apprentices and trainees aged 20 to 24 years who undertook less than 200 hours was higher than the overall proportion of apprentices and trainees aged 20 to 24 years.
- While there was not much difference in the amount of off-the-job training for apprentices and trainees aged 25 years or older, the proportions of students undertaking less than 100 hours were slightly higher than those enrolled in 100 hours or more.

Figure 7: Off-the-job training by age



Area of learning

Analysis of module (subject) enrolments by the various areas of learning (table 10) shows that the profile of subjects being studied by apprentices and trainees is quite different from that for VET students overall.

- Whereas 30.1% of enrolments by apprentices and trainees were in engineering and processing subjects and 12.4% of enrolments were in built environment subjects, only 12.4% of enrolments by VET students were in engineering and processing subjects and4.5% in built environment subjects.
- On the other hand, while 20.2% of enrolments by VET students were in administration, business, economics and law subjects and 13.2% were in mathematics and computing, 13.4% and 4.8% of enrolments by apprentices and trainees were in these subjects respectively.
- Hospitality, tourism and personal services subjects comprised 12.2% of apprentice and trainee enrolments and 9.5% of VET enrolments.
- Social science and education subjects comprised the least proportion of enrolments for both apprentices and trainees and for VET students.

Table 10: Module enrolments by area of learning

Area of learning	1997 apprentices and trainees (%)	1997 VET students[1] (%)
Humanities	4.6	7.2
Social studies	0.3	1.2
Education	0.6	1.3
Sciences	2.3	2.6
Mathematics, computing	4.8	13.2
Visual/performing arts	0.6	3.0
Engineering, processing	30.1	12.4
Health sciences	7.0	8.4
Administration, business, economics, law	13.4	20.2
Built environment	12.4	4.5
Agriculture, renewable resources	4.9	4.2
Hospitality, tourism & personal services	12.2	9.5
Social, educational & employment skills	7.0	12.3
Total	**100.0**	**100.0**
Number ('000)	1317.83	**9880.70**

[1] *includes apprentices and trainees studying with a VET provider.*

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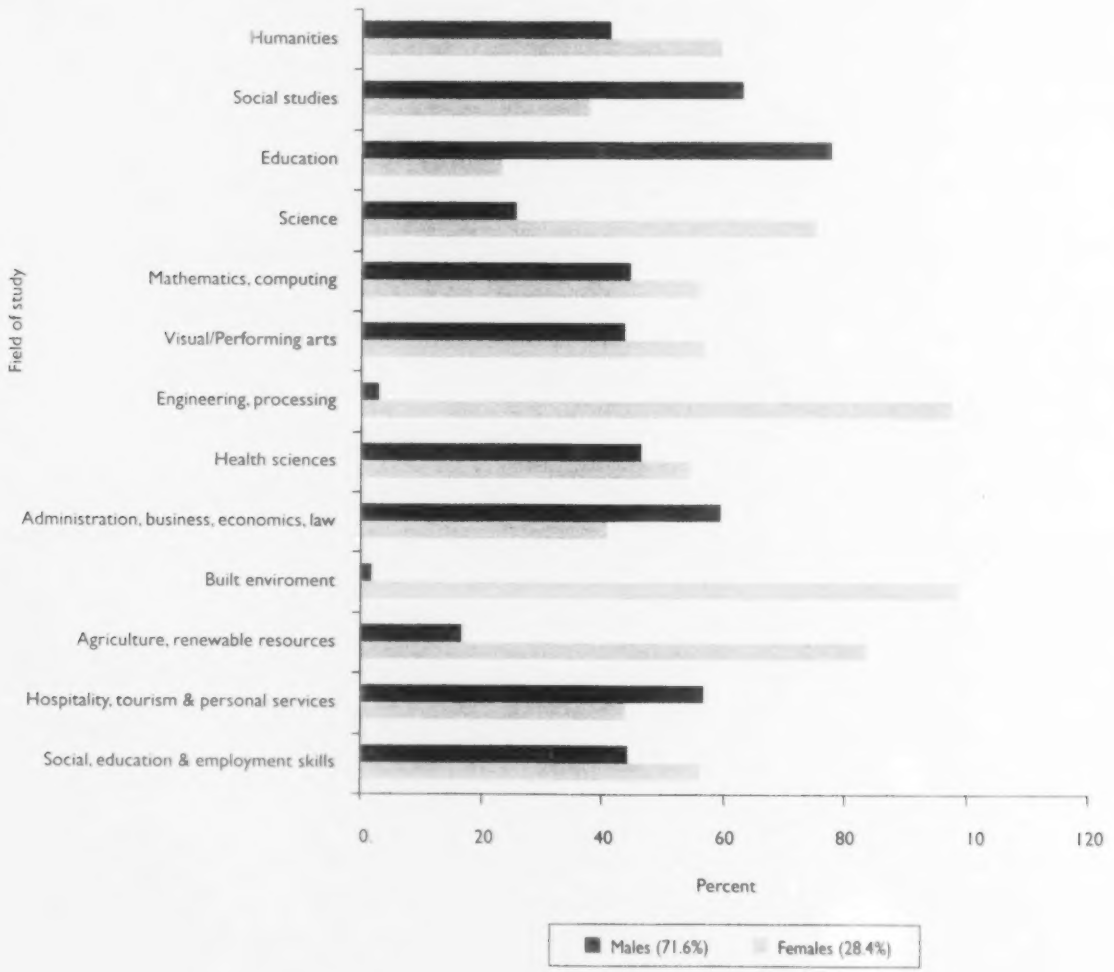
The breakdown of area of learning by sex (figure 8) shows that: male and female apprentices and trainees enrol in different subjects.

- Although males comprised 71.6% of all apprentice and trainee module enrolments during 1997, there was a higher proportion of males enrolling in built environment subjects (98.4%), engineering and processing subjects (97.2%) and agriculture and renewable resources subjects (83.5%)
- The proportion of female enrolments in several subjects was much higher than the overall proportion of female enrolments (28.4%). This included education (77.2%), social studies (62.6%), administration, business, economics and law (59.3%) and hospitality, tourism and personal services (56.4).

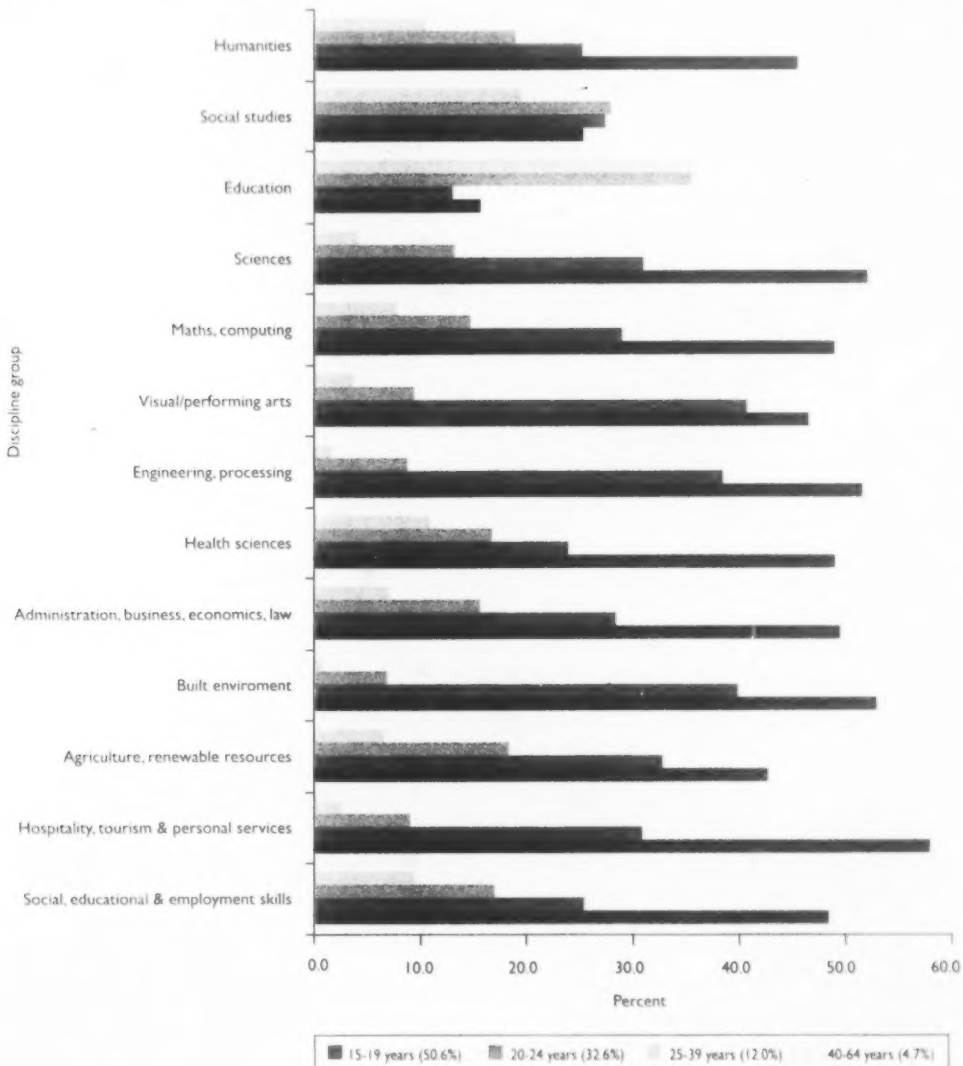
Figure 8: Area of learning by sex



The breakdown of area of learning by age (figure 9) shows that:

- The majority of subject enrolments were dominated by apprentices and trainees aged 15 to 24 years. Only social studies and education subjects went against this trend.
- While apprentices and trainees aged 15 to 19 comprised 50.6% of all module enrolments, there was a greater proportion of students aged 15 to 19 in hospitality, tourism and personal services subjects (57.8%), built environment (52.9%) and engineering and processing subjects (51.5%). This is because these subjects are more traditional apprenticeship subjects and are more likely to be studied by young students.
- Not surprisingly, the subjects which had the lowest proportion of enrolments from older apprentices and trainees were built environment subjects and engineering and processing subjects, which comprise the majority of the traditional trade and apprenticeship subjects

Figure 9: Area of learning by age



Module outcomes

Module outcomes can be broadly categorised into three groups, completed modules, not completed modules and other module enrolments. From table 11 the following can be seen:

- 14.2% of module enrolment outcomes for apprentices and trainees and 8.7% of VET module enrolment outcomes are missing or unknown. Care is therefore necessary in making comparisons between the two module outcome profiles.
- 64.9% of module enrolments by apprentices and trainees resulted in a successful completion. This comprised 62.4% of module enrolments being reported as 'student assessed - passed' and a further 2.5% of module enrolments being reported as 'student not assessed - satisfactory completion of class hours'.
- 9.0% of module enrolments by apprentices and trainees resulted in a non-completion which comprised 3.8% being reported as failures and 4.2% being reported as withdrawals. 15.8% of module enrolments for all VET students resulted in a non-completion.
- 3.9% of module enrolments by apprentices and trainees resulted in the granting of status or credit comprising 1.6% through recognition of prior learning, and 2.3% through status or credit being granted for subjects successfully completed elsewhere. By contrast, 5.6% of module enrolments by VET students resulted in the granting of status or credit.

Table 11: Module result

Module outcome	1997 apprentices and trainees (%)	1997 VET Students[1] (%)
Assessed - pass	62.4	59.2
Satisfactorily completed class hours	2.5	5.7
Sub-total: completed	*64.9*	*64.9*
Assessed - fail	3.8	4.9
Assessed - result withheld	1.0	2.2
Withdrew	4.2	8.8
Sub-total: not completed	*9.0*	*15.8*
Not assessed - continuing studies	8.0	5.0
Recognition of prior learning	1.6	2.3
Credit transfer	2.3	3.3
Outcome not reported	14.2	8.7
Total (%)	**100.0**	**100.0**
Total enrolments	1317.83	9880.7

[1] *includes apprentices and trainees studying with a VET provider.*

APPENDIX

Matching persons in different data collections - a technical note

The standard under which vocational education and training data are collected (AVETMISS, the Australian Vocational Education and Training Management Information and Statistical Standard) does not as yet require a unique identifier for individuals who appear in more than one data collection.

Some training organisations do, however, report the same identifier for the same person in different collections and, where this is the case, a match based on the identifier is made. As a check, the reported sex in the two collections is compared. If it differs the match is rejected.

For the remaining training organisations a specific matching exercise is required to identify individuals appearing in more than one collection. As this matching is based on surrogate indicators of an individualis unique identity there is a chance that false matches will occur. The methodology adopted has been designed to minimise the chance of false matches while still allowing the identification of true matches with a high degree of confidence.

The key surrogate indicators available in the data are:

- sex
- postcode
- date of birth
- encrypted name
- country of birth
- main language spoken at home
- Aboriginal or Torres Strait Islander background,

For an individual these pieces of information are fixed except where incorrect or invalid data have been submitted in one or other of the data collections.

Supplementary indicators available for use in matching are:

- highest school level completed, and the year
- employment status
- disability information
- prior education information
- training provider
- course or program being undertaken

For an individual, these pieces of information may change with time and this possibility must be taken into account when the information is used in client matching.

For some of these indicators the reported values are mostly the same, for example the values for Aboriginal or Torres Strait Islander background. In such cases only the minority value is useful in matching.

Records in two collections are regarded as a match if:

- the encrypted name, sex and date of birth are the same and inconsistencies on other data elements are minor, or
- the sex, date of birth and postcode are the same, the training provider or the course are also the same, and inconsistencies on other data elements are minor.

Glossary

The following is an abridged glossary of terms used in this publication. For more information on these and other terms, please refer to the appendices in *Australian Vocational Education and Training Statistics 1997: In detail*

ABS
Australian Bureau of Statistics.

AQF
Australian Qualification Framework: A nationally consistent framework of credentials offered in post-compulsory education and training.

Course
A structured sequence of vocational education and training that leads to the acquisition of identified competencies and if submitted for accreditation, leads to a qualification.

Course enrolment
The registration of a student at a training provider location for the purpose of undertaking a course.

Field of study
A classification of courses based on the similarity in terms of the vocational field of specialisation or the principal subject matter of the course.

Module
A unit of training in which a client may enrol and be formally assessed.

Module enrolment
The registration of a client at a training provider location for the purpose of undertaking a module.

Module result/module outcome
A classification that describes the types of outcome which may be obtained as a result of a student undertaking a module enrolment.

RPL
Recognition of prior learning: A process through which students may gain entry to, or credit in modules based on competencies gained previously.

VET
Vocational education and training.

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Australian Apprentices and Trainees 1997: Apprentices & Trainees TAFE Courses provides information relating to the courses and modules undertaken by apprentices and trainees, during 1997, as part of their off-the-job training.

Course enrolment

- Apprentices and trainees enrolled in an average of 1.2 courses, similar to that for all VET students.
- AQF level III or equivalent courses comprised the largest individual proportion of AQF course enrolments with 63.6%.
- Male apprentices and trainees comprised 75.3% of all AQF and equivalent course enrolments. The proportion of males enrolled in AQF level III or equivalent courses was even higher at 82.1%.
- 49.3% of apprentices and trainees enrolled in AQF and equivalent courses were aged between 15 and 19 years of age.
- The major fields of study being undertaken by apprentices and trainees were engineering and surveying (37.1% of course enrolments), services, hospitality and transportation (16.8% of course enrolments) and architecture and building (15.6% of course enrolments).
- 13% of all apprentice and trainee enrolments were in AQF level I or level II courses.

Module enrolment

- Apprentices and trainees enrolled in an average of 11 modules. This is significantly more than the 6.7 modules for the general VET student population.
- Excluding students who enrol for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements, apprentices and trainees undertook an average of 298 hours of study in 1997.
- In 1997, 13.0% of apprentices and trainees undertook one or two modules in contrast to 46.1% for all VET students, 49.6% undertook 3 to 10 modules in contrast to 34.0% for all VET and 37.0% undertook 11 or more modules in contrast to 19.2% for all VET.
- In 1997, 6.8% of apprentices and trainees enrolled in less than 50 hours of training in contrast to 35.1% for all VET students whilst 65.6% enrolled undertook 200 to 540 hours of training in contrast to 25.8% for all VET students.
- The major areas of learning undertaken by apprentices and trainees were engineering and processing (30.1% of module enrolments), administration, business, economics and law (13.4% of module enrolments), built environment (12.4% of module enrolments) and hospitality, tourism and personal services (12.2% of module enrolments).
- 64.9% of module enrolments resulted in a successful module completion.

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